Research is a high-hat word that scares a lot of people. It needn’t. It’s rather simple. Essentially research is nothing but a state of mind… A friendly, welcoming attitude toward change… going out to look for change instead of waiting for it to come. Research is an effort to do things better and not to be caught asleep at the switch. It is the problem-solving mind as contrasted with the let-well-enough-alone mind. It is the tomorrow mind instead of the yesterday mind.

-Charles Kettering

Inquiry is the only sure way for students and teachers to find and maintain direction. Education really is inquiry – at every level. We see curriculum as a metaphor for the lives we want to live and the people we want to be… We believe that there really are three curricula. The *paper curriculum*  is the document on paper, your official plans. The *enacted curriculum* is the curriculum that results from your putting those plans into practice. The *real curriculum,* however, is what happens in the head of the learner. The tension among these curricula is what fuels teacher inquiry.

* Harste and Leland, 2007

Some say it is no coincidence that the question mark is an inverted plow, breaking up the hard soil of old beliefs and preparing for new growth.

* Saul Alinsky

The joy of seeing connections and patterns is a physiological thing, documented by neuroscience. The brain loves to make connections and patterns out of things. And particularly, it loves to make them more than it loves to have somebody else show it, and that’s where I think we miss the boat sometimes as teachers; we forget that the real thrill is in the discovery.

* Jan Maher

A teacher-researcher is not a split personality, but a more complete teacher. Research is labour intensive, and so is good teaching. And the labour is similar for all teachers, because the goal is the same – to create the best possible learning environment for students.

* Glenda Bissex